

NEWBOTTLE & CHARLTON CEVA PRIMARY SCHOOL

'Let all that you do be done in love'; Every person matters, every moment counts.

Annual SEND Report 2024

School:	Newbottle and Charlton CEVA Primary School
Inclusion Lead:	Hannah Lovesay-Bonham
Date of report:	July 2024
SEN Governor:	Rachel Clinch

SEND profile for last 12 months

We are a mainstream, village primary school with 98 pupils currently on roll. The school is made up of 4 classes: Reception, Year1/2, Year 3/4 and Year 5/6. We currently have 16 children (7 girls and 9 boys) on the SEND register who have been identified as requiring additional support beyond Quality First teaching of the Universal Curriculum. 16.3% of the school are on our SEND register for a range of needs (just below national average, 17.1%). 11.2% access SEND support level provision, which is just below national average.

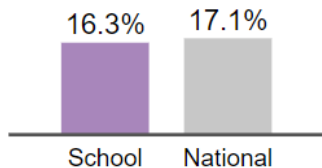
Of these 16 children, 5 have an Education, Health and Care Plan (EHCP) and a further 2 are in the assessment process. This is 5% of our school, which is above the national average (3%) and is likely to rise.

In the past 12 months, 3 additional pupils have been added to the register due to their needs, with a number of others currently being assessed and likely to be on the SEND register in September.

Below is a breakdown of pupils' needs, according to the areas of need specified in the [SEND Code of Practice](#). Some pupils have needs in more than one area, so some will be counted in more than one category.

Pupils with SEND

	# Pupils	% Pupils	National
SEN Support	11	11.2%	14.1%
EHC Plan	5	5.1%	3.0%



Overview of needs

	Cognition and Learning	Communication and Interaction (incl ASD)	Social, Emotional and Mental Health (incl ADHD)	Sensory and Physical
Primary	4	3	6	3
Secondary	6	6	5	6

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Statement regarding overall quality of provision for pupils with SEND

At Newbottle and Charlton CEVA School, our intention is that all children are provided with equal opportunities and access to the curriculum, with challenges and support that reflects their needs. All children are equally valued and are taught to value each other as individuals. All pupils, regardless of physical or learning needs or abilities, are included in all aspects of school life. High-quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is a special educational provision under Section 21 of the Children and Families Act 2014.

At Newbottle and Charlton School we provide support for children with a range of Special Educational Needs including those with:

- Communication and Interaction; this includes those with speech and language difficulties and those on the Autistic spectrum
- Cognition and Learning needs; this include children with learning needs and specific needs such as dyslexia
- Social, Emotional and Mental Health (SEMH)
- Sensory and physical needs; this includes visual or hearing difficulties and physical disabilities that affects their learning

At Newbottle and Charlton CEVA we have high aspirations and ambitions for all our pupils and check progress regularly to ensure that all children meet their potential. Summative assessments are carried out three times a year using a range of assessment tools in addition to regular formative assessments to inform the assess-plan-do-review cycle. Class teachers meet with the Inclusion Lead and Headteacher at each assessment point to discuss pupil progress and create a class provision map identifying key focus children and appropriate provision to be put in place- these are then reviewed in the next meeting and new ones made. Pupils who are on the SEND register have their own Learning Plan (using our new online system: Insight) which outlines their individual needs, strengths, targets, provision and outcomes. These are also reviewed three times a year and shared with parents.

Achievement of pupils with SEND

This year we have continued to track pupil attainment and progress on our new tracking system, Insight. This system allows detailed and informative analysis and is able to track children according to different criteria. Below shows data for our SEND group, percentage of children on track to meet curriculum expectations.

	Reading (16)			Writing (16)			Maths (16)			Grammar and Punctuation (no EYFS- 15)			Spelling (no EYFS-15)		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
%	56%	63%	56%	44%	30%	38%	37%	56%	31%	40%	33%	33%	47%	33%	26%

Many children on the SEND register are able to access their year group curriculum through adaptive teaching and reasonable adjustments; however, around 30% are working within the previous year group (or below) for at least one subject, and a number of children working significantly below the age-related curriculum level.

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Alongside our whole school assessment system, children- including those on the SEND register- are tracked using class provision maps to document progress linked to the specific interventions and to assess impact so that we can continually improve. Progress of children on the SEND register is recorded on their individual Learning Plan and is shared with parents through the review process as well as written reports. Progress for children on the SEN register is tracked in a variety of ways and recorded on their Learning Plan, which are specific to their targets and interventions.

Other assessments are used to track and monitor small steps of progress made by children with SEND. This may be quantitative or qualitative data. All children are working towards and meeting specific targets on their Learning Plans and are showing progress within other assessments and areas (some of which cannot be measured) including:

- ELS phonics
- Lexplore (reading)
- Sandwell Maths
- Precision teaching
- IDL spelling/reading
- Boxhall profiles
- Pastoral support/ interventions
- Social skills
- Engagement and focus
- Behaviour
- Confidence and self-esteem

Statutory assessments July 2024

Statutory assessments were carried out across the school this summer. Below are the overall outcomes:

Y1 Phonics Screening Check

	National average	School (15)	Non-SEND (14)	SEND (1)	Pupil Premium (0)
Pupils who passed	80%	100%	100%	100%	-

KS2 SATs (15 pupils- 13 sat the tests)

	National average	School (15)	Non-SEND (10)	SEND (5)	Pupil Premium
Reading	74%	80%	90%	60%	-
Writing	72%	73%	90%	40%	-
Maths	73%	53%	70%	20%	-
GPS	72%	67%	90%	20%	-
Combined RWM	61%	53%	70%	20%	-

One child did not take the tests after being out of formal education for several months and joining the school in shortly before the SATs.

Access arrangements

In KS2 SATs, children on the SEND register (4) were provided with at least one of the following: additional time, breaks, scribe and adults to help them access these tests with their additional needs considered. One child with SEND did not sit the assessments due to working below KS2.

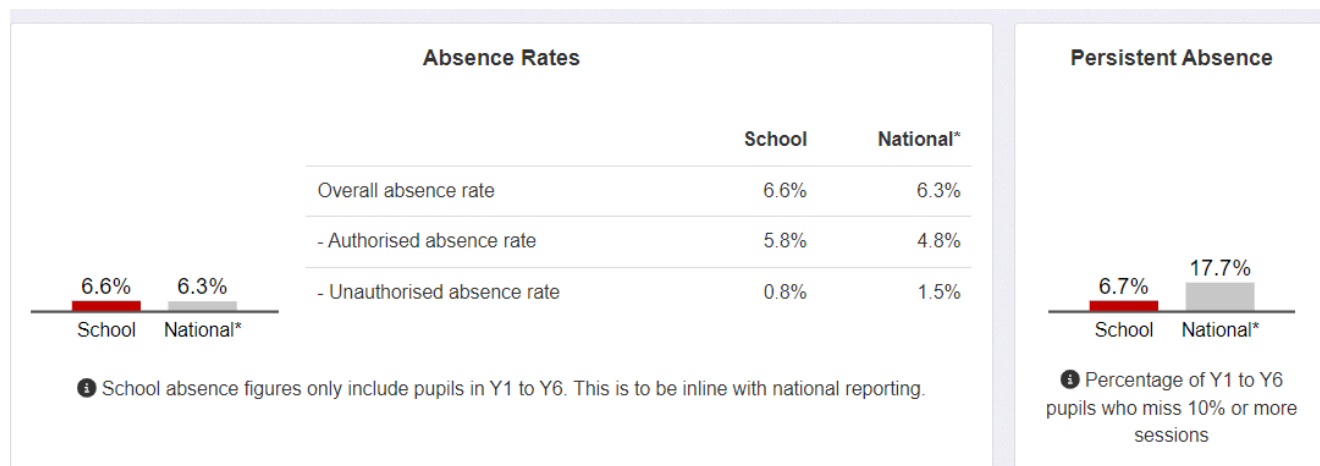
Attendance

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Regular school attendance is of paramount importance. As a school we ensure that correct procedures are followed when a child's attendance becomes a concern (see attendance policy). The attendance of pupils with SEND is mostly good. The average attendance for this group is 92.9%.

See details of absence below:



We have made reasonable adjustments and an attendance agreement with some families who have children with high level of needs to allow them to make a positive transition into school each morning. One of these children has not attended school since December 2023, and is currently accessing some education through Alternative Provision (AP).

SEND policy

Our SEND policy was reviewed and published in June 2024.

Accessibility plan

The accessibility plan was reviewed by Mr P Smith (Headteacher) in October 2021.

SEND budget and spending (financial year April 23-March 24)

Notional budget (April 2023-24)	Higher Needs/ top up funding	Total
£35,604	Approx. £24,686	£60,290

Most of this money was spent on staffing to ensure each class has sufficient adults to support a range of needs, with 4 children requiring 1-1 support for most of the day. It is also used for professional assessments, staff CPD and resources.

Some children on the SEND register are also in receipt of Pupil Premium grant, including PLAC funding which has been used towards staffing, external professional services and resources to support their SEND.

The LA have made changes to funding for next year. From September, schools will be able to apply for Targeted SEND Funding (non-statutory) for some pupils based on their level of need. Children who have an EHCP will be funded (statutory) through the Resource Allocation System, ranging from band 1-10.

Notional budget for April 24-March 25 = £34,391

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Staffing for SEND

We have a number of TAs who support pupils with SEND as part of their role; this may be in the classroom or with additional interventions. This year we have 4 children who have required adult support most of the day.

Interventions

This table shows some of the interventions we have been able to provide our pupils:

Cognition and learning	Communication and Interaction	Physical and Sensory	Social, Emotional and Mental Health
<ul style="list-style-type: none"> - Lexplore Intensive Reading - IDL maths and Literacy - Maths- number stacks - Plus 1/ Power 2 maths - Precision teaching - Clicker 8 - Phonics groups - Additional boosters (catch up fund- Year 6) - Phonological awareness training (PAT) - ELS phonics - Colourful semantics 	<ul style="list-style-type: none"> - Speech and Language targeted support - Visual timelines and communication - Individual timetables - Now and next boards - Lego Therapy - Colourful semantics - Social stories/scripts 	<ul style="list-style-type: none"> - Sensory boxes/ calm down stations - Developing sensory/ pastoral room - Clicker 8 - Ear defenders and other sensory objects/ tools - Physio sessions - Sensory circuits - Beanbag- safe/calm spaces - Transition support 	<ul style="list-style-type: none"> - Sensory boxes/ calm down stations - ELSA programme - Pastoral support - Friendship groups - Social stories - Counselling sessions (external professional) - Zones of Regulation - Lego Therapy (social skills)

Interventions are most effective when they are carried out regularly and by trained staff.

CPD for SEND

Inclusion Lead

- The SEND Ranges
- DSL refresher training
- SEND Network meetings
- Therapeutic Thinking
- Sensory Processing and circuits
- Emotional Based School Avoidance (EBSA)

Specific training for individual staff members:

- ELSA Programme- Emotional Literacy Support Assistant network meetings
- EYFS Framework reforms- How TAs can help lay out the foundation for future success
- How to respond to dysregulation and manage children's behaviour in Early Years
- Strategies to support English lessons with confidence
- How to manage and address low level behaviour and disruption in classroom
- Supporting Pupils to Develop Independent Learning Skills
- High-quality 1-1 teaching and small group intervention
- Pathological Demand Avoidance: Experience-Based Approaches to Enhance Pupil Support | Primary
- Adverse Childhood Experiences: Taking a Trauma-informed Approach to Improving Outcomes

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Whole staff CPD led by Inclusion Lead/external professional

INSET

- Better Behaviour Masterclass
- Behaviour- Motivation Matters
- Adaptive teaching
- Sensory processing
- Sensory circuits
- Regular safeguarding

TA meetings led by Headteacher/Inclusion Lead

- General SEND overview and regular feedback
- 'Better Behaviour Masterclass' (following teacher training)
- Behaviour- Motivation Matters (following teacher training)
- Supporting children's Maths

Pupil voice

Pupil voice involves listening to the views, wishes and experiences of all children and young people. This is particularly important for those with SEND to ensure they are being supported and included in school life. Pupils have regular opportunities to share their views and experiences with staff and are formally documented on their Learning Plan three times a year as part of their review process.

Parent/carer voice

Parental engagement is incredibly important to us. Parents/carers are consulted about their child's needs at least three times a year when Learning Plans are reviewed with the Inclusion Lead and class teacher. Parents are able to share their views and any concerns. These are recorded on their Learning Plan. Our Inclusion Lead has regular communication with families, and they are able to contact her directly to discuss anything.

External agencies

This year we have worked with a number of external agencies and professionals to seek support and assessments for pupils with SEND. These have included:

- Educational Psychologist
- ASD/ADHD Pathway
- Jogo Behaviour Support
- EHCP teams/caseworkers
- Family support workers (Early Help Team)
- Social worker
- Attendance officer
- Alternative provision settings
- Speech and Language
- Occupational Therapist
- Physiotherapist
- Educational Therapist
- Paediatrician
- School nurse
- Counsellor
- CAMHS
- GPs

Complaints relating to SEND

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There have not been any complaints relating to SEND this academic year.

To consider/implement next year

- Further adaptive inclusive teaching
- Effective deployment of TAs
- Promoting confidence, resilience and independence for all

Are there any concerns regarding provision for pupils with SEND?

We are also still concerned about the waiting time for children to be seen, particularly for ASD and CAMHS; some of our children have been waiting over 3 years to be assessed or have been turned down due to needs not meeting the threshold for support.

Rise in private assessments/diagnoses which is becoming an increasing concern.

Further information

For further information on SEND, please see our school website <https://www.newbottleandcharlton.co.uk/send> where you will also find these helpful links:

Northamptonshire Local Offer

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

Oxfordshire Local Offer

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=bdxhCHYptsE>

SEND Code of Practice 2015

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

SEND- A Guide for Parents and Carers

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special educational needs and disabilities guide for parents and carers.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)